

# Pupil premium strategy statement



1. Summary information					
<b>School</b>	West Meadows Primary				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£135 211	<b>Date of most recent PP Review</b>	LGB 4/12/2017
<b>Total number of pupils</b>	265	<b>Number of pupils eligible for PP</b>	47% - Top Quintile	<b>Date for next internal review of this strategy</b>	25/1/2018

2. Current attainment			
	Pupils eligible for PP (your school) n=19		Pupils not eligible for PP (national average)
<b>% achieving in reading, writing and maths</b>	63%		National 67%
<b>% making progress in reading</b>	68%	-1.58 (-4.38 to 1.22)	National 77% (0.33)
<b>% making progress in writing</b>	84%	1.08 (-1.63 to 3.80)	National 81% (0.17)
<b>% making progress in maths</b>	84%	0.02 (-2.50 to 2.55)	National 80% (0.28)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Narrow curriculum – identified at Ofsted
<b>B.</b>	High number of High Prior Attainers (aggregate score) (See IDSR/SIMS)
<b>C.</b>	Low levels of literacy including levels of spoken language on entry to school (See EYFS baselines)
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Maintain – attendance of FSM E6 pupils matches National FSM E6

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure the progress of reading for disadvantaged pupils matches their peers	Reading progress is good for disadvantaged pupils
<b>B.</b>	To ensure the progress of middle prior attaining disadvantaged pupils matches national progress	Progress of disadvantaged prior middle attainers matches national data
<b>C.</b>	To accelerate progress of current Year 5 pupils (reduce the risk of underperformance of cohort through high % of disadvantaged pupils)	Successful recruitment of an additional TA Progress of all pupils within Years 5 & 6 is strong – exit data 2018 & 2019 shows disadvantaged pupils are in line with national typical indicators

5. Planned expenditure					
Academic year	2017-18				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To accelerate progress of current Year 5 pupils (reduce the risk of underperformance of cohort through high % of disadvantaged pupils)	Additional TA Support in Year 5	Group has very high PA measures Group contains several vulnerable pupils	Appraisal cycle Pupil progress meetings Observation and drop in/ learning walks	RK, DW	As above
To improve the quality of dialogue in school	Philosophy for Children is introduced across school following appropriate CPD	Low levels of literacy including levels of spoken language on entry to school. See EYFS baseline	Provide high quality CPD – Sapere accredited training – first steps to ‘Gold Award’	DW, KW	Ongoing throughout year  Review EYFS exit data CLL
To ensure pupils access a challenging, exciting computing curriculum	Appointment of ICT specialist (0.4)	Children’s computing skills as evidenced by Ofsted require rapid intervention	Appraisal Cycle Drop ins Website evidence	MC, DW	Ongoing
<b>Total budgeted cost</b>					£40k
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure the progress of middle prior attaining disadvantaged pupils matches national progress	Additional TA Staff within Year 6 Targeted support involving DW in terms 2 and 3	Large group of Middle Attainers in Y6 Cohort 11/18 Middle prior attainers	Data catches Pupil Progress Meetings	DW RK	Termly PPM

To ensure the progress of reading for disadvantaged pupils matches their peers	Additional TA & HLTA Support in Year 3 to provide additional capacity to secure rapid progress	Internal progress demonstrates that PP progress is similar in writing and maths to non PP	Use existing support staff who possess appropriate skillset and knowledge	KW, DW	Termly following data catches
Equip all EYFS learners with a learning environment that is fit for purpose	EYFS – development of new ICT Area & new group work area	Physical barriers/constraints to safe efficient working practice were identified 2016-17	Termly learning walks Planning documents	DW, SJ	Completed Aut 17
<b>Total budgeted cost</b>					£42k

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil engagement is boosted across school through a wider curriculum	PE – Sports Leader allocation  PP children are engaged in lunchtimes and after school clubs allowing them to access activities and competition that they may not access at home.	Children provided with a breadth of curriculum choices.  Pupils are fitter and healthier  Register of PP involvement and number of competitions taken part in. <ul style="list-style-type: none"> <li>Monday Y3/4 Hockey – 13/31 PP</li> <li>Tuesday KS1 Multi skills – 12/31 -PP</li> <li>Y5/6 Netball – 6/11 PP</li> <li>Thursday Key stage 2 athletics 17/30 PP</li> </ul>	Review pupil premium statistics each half term	WS DW	Half termly
All PP children have the opportunity to partake in a residential visit	All Y6 pupils are funded on their residential	PP children memorable experience life outside the school and home environment.	Proactive 'marketing' of visit Pupil voice	DW WS JB	
Access to events off-site  Future transportation for events for PP children	Funding to subsidise theatre trips e.g. London trip	PP children partake in a broad and balanced curriculum  High proportion of pupils with disadvantage being significant would make school visits unfeasible	Visits and visitors are well planned, relevant and inspirational	All staff	
PP have access to musical tuition.	Y2- Samba (12),Y3 tenor horn Y2 13 PP children x 30 lessons	PP children are engaged in music tuition and events allowing them to access activities and competition that they may not access at home.	Ongoing monitoring of music provision	DW RP EO	

	Y5 17 PP children x 30 lessons Future music opportunities to subsidise PP transport and tuition Y6 1 to 1 tuition of brass				
Parent Support Worker employed for 5 days to work with vulnerable pupils and identified families from register who are PP/vulnerable groups.  Reduce risk of low attendance from PP group	Targeted support of vulnerable pupils and identified families	This will include a focus on Parent learning opportunities Parental engagement courses Attendance and home visits Multi agency support and network meetings Behaviour Support Service referrals / EWO referrals, alongside Inclusion Leader Behaviour management training courses for parents	This will be measured termly through improved attendance, attendance of parental courses,% of parental engagement and feedback and improved progress of pupils by PP leader and HT.  Attendance EWO monitoring of PP pupils	DW CM	
Identified children with additional behavioural & emotional needs are supported & use strategies to access every day curriculum	To support specific children with additional behavioural needs in one to one sessions.	Identified children with additional behavioural & emotional needs supported in one to one sessions. 1/2 day a week for 5 days to support with specific vulnerable children to re-engage them learning Engage with 'Thrive Approach' to address pastoral needs of pupils	Reduction of negative behaviour related incidents  Improvement of behaviour for learning  Well-being team and safeguarding governor monitoring of CPOMS	DW, SMAT	Behaviour and safety audit outcomes
<b>Total budgeted cost</b>					£53k

6. Review of expenditure				
Previous Academic Year 2016-17		£143,880 Reviewed termly with LGB 2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupil progress for disadvantaged pupils is good	Additional adult intervention in Years 3 and 5 – strategic decision made to boost Years 3 and 5 based on early data indicators	<p>Y5 RWM – Disadvantaged and Other pupils both exceeded expected progress</p> <p>Y3 Reading &amp; Writing - Disadvantaged and Other pupils both exceeded expected progress</p> <p>Year 6 PP exit 2017-18            Combined 63%            R 68% -1.58 (-4.38 to 1.22)            W 84% 1.08 (-1.63 to 3.80)            M 84% 0.02 (-2.50 to 2.55)</p>	Targeted support demonstrated good impact on the identified desired outcome, similar support to be provided within the similar context 2017-18	£30k

Children engage with music	To provide children with additional opportunities to engage with music through the curriculum. Working from FS 1- Y6 teaching assistant working with classes in the afternoon ( 5 afternoons per week at cover supervisor rate) Teach Y2 and Y6 Whole Class glockenspiel – Works in line with Wider Opportunities Provision from Barnsley Music Hub.	<p>Whole class performances – see website - , Performances with Academy Trust and Barnsley Music Hub (e.g. Elsecar)</p> <p>Several pupils engage with further music opportunities (brass band being developed)</p> <p>2 pupils have gone on to continue the skills beyond school following this opportunity</p> <p>PP have access to musical tuition. PP children are engaged in music tuition and events allowing them to access activities and competition that they may not access at home.Y1- recorders(12),Y3 tenor horn Y1 13 PP children x 30 lessons Y3 19 PP children x 30 lessons Future music opportunities to subsidise PP transport and tuition Y6 1 to 1 tuition of brass</p>	<p>Approach developed further – TA being trained as HLTA</p> <p>School monitors progress of musicians – contribute to peripatetic costs</p> <p>Wider opportunities to be used in 2 classes</p> <p>Music work to form central content towards Arts Mark accreditation</p> <p>Parental engagement high at Class Assemblies, recital evening, choir performances</p>	£10k
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## ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Behaviour incidents are reduced	1/2 day a week for 5 days to support with specific vulnerable children to re-engage them learning	<p>To re-engage the children in learning</p> <p>See latest behaviour enquiry which demonstrates high levels of pupil engagement</p> <p>See behaviour information &amp; vulnerable children case studies</p>	<p>Reduction of behaviour incidents – see CPOMS</p> <p>Improvement as shared in behaviour and safety audit conducted by SMAT 2017-18</p>	£10k

		<p>Parent Support Worker employed for 5 days to work with vulnerable pupils and identified families from register who are PP/vulnerable groups. This will include a focus on</p> <ul style="list-style-type: none"> <li>Parent learning opportunities</li> <li>Parental engagement courses</li> <li>Attendance and home visits</li> <li>Multi agency support and network meetings</li> <li>Behaviour Support Service referrals alongside Inclusion Leader</li> </ul>		
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Families are supported to provide improved parenting & attendance	Parent Support Worker employed full time	<p>Disadvantaged absence rates in line with National (no worse)</p> <p>Punctuality improved</p> <p>Parents support pupils more effectively in chosen approach – Solihull &amp; Webster Stratton</p>	<p>Disadvantaged pupils match national at 5%</p> <p>Parents responded well to courses provided by school and community partnerships and this has demonstrated a continuing need</p>	£25k
All children access enrichment opportunities across the curriculum	Funding/partially funding educational visits	Pupil voice shows children engage in opportunities to visit a range of relevant interesting, exciting places that enrich the curriculum	See improvement in pupil work books	£25k
After school sports provision /lunchtime play worker	Focus on sports and after school provision	<p>PE – Sports Leader allocation</p> <p>PP children are engaged in lunchtimes and after school clubs allowing them to access activities and competition that they may not access at home.</p> <p>Register of PP involvement and number of competitions taken part in.</p> <p>Monday Y3/4 Hockey – 13/31 PP</p> <p>Tuesday KS1 Multi skills – 12/31 -PP</p> <p>Y5/6 Netball – 6/11 PP</p> <p>Thursday Key stage 2 athletics 17/30 PP</p>	<p>Approach to continue for 2017-18</p> <p>Large numbers of PP &amp; non PP engaged in after school provision</p>	£25k



Children have appropriate facilities to develop ICT skills	School purchases new ICT suite	Children now have ICT skills in line with their peers nationally and are accessing the ARE computing and ICT curriculum  More able ICT children are identified and challenged in bespoke sessions	Continued employment of ICT specialist 0.4 pro rata	£20k
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**7. Additional detail**

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